HIV: Focus on Barriers

Grade 9, Lesson 12a Suggested for use with 9th grade, but appropriate 9-12

Student Learning Objectives

The student will be able to ...

- 1. demonstrate the steps for correct use of a male condom.
- 2. describe correct use of a female condom.
- 3. describe the purpose of dental dams and how to make one.

Agenda

- 1. Explain the lesson's purpose and goal.
- 2. Review basic HIV information with a forced choice activity.
- 3. Set a positive tone by brainstorming condom benefits.
- 4. Demonstrate or describe the correct use of male condoms.
- 5. Reinforce the steps to correct condom use through one of two activities.
- 6. Demonstrate the making of a dental dam out of a male condom and describe their correct use (yourself or with a short, free film).
- 7. Describe the correct use of female condoms (yourself or with a short, free film).
- 8. Summarize the main points of the lesson.
- Assign homework.

This lesson was most recently edited on March 30, 2011.

Materials Needed

Student materials

• One non-lubricated condom for each student (for districts that allow condom students to practice the steps in class)

Classroom materials, equipment

- Agree and Disagree signs
- *HIV Visuals 1-5* (contained in this lesson and also available online as PowerPoint slides: www.kingcounty.gov/health/FLASH)

Additionally, for districts that allow teachers to demonstrate the steps:

- Wooden or plastic penis model (sources: www.totalaccessgroup.com and <a href="www.totalacc
- Several non-lubricated male condoms (two per class period)
- Female condom
- Water-based lubricant
- Manufactured dental dam
- Scissors

Additionally, for districts that don't allow teachers to demonstrate the steps:

Condom Line Up Cards (One to six class sets – depending on whether you prefer to do
the activity as a class or in small groups – can be reused for multiple class periods.
Make sure to cut off the page numbers; they will give away the correct order.)

Teacher Preparation

Well in advance...

- If you are teaching this HIV lesson outside of a whole *FLASH* unit, then 30 days or more before the lesson, **notify families** that you will be teaching about HIV.¹ (If you teach this lesson *in* the context of a sexual health unit, you should have already given families 30 days notice about the whole unit. There is no need to repeat notice for the HIV lessons.) Let families know that you hope to partner with them in educating their child. Offer to answer their questions. Explain, too, that they do have a right to excuse their child and that you will respect that decision. A sample letter to families regarding the whole unit is available as *Appendix 1* of this curriculum, in your binder, and online in 6 languages: English, Spanish, Chinese, Russian, Vietnamese and Arabic (www.kingcounty.gov/health/FLASH).
- Preview the free online films How to Use a Dental Dam (1½ min)
 www.youtube.com/user/NAFAmeriCorpsTeamDC#p/a/u/1/hZv5kLuZrBY and How to
 Use a Female Condom (3 min) www.youtube.com/watch?v=LRZH5ASO-eM
 either for
 your own refresher or, if possible, to show in class.

Public Health - Seattle & King County ■ @1988; revised 2011 ■ www.kingcounty.gov/health/flash

¹ This 30-day notice to families reflects Washington State law. In other states, a different notice period may apply. See *Appendix 2: Laws Relevant To a Sexual Health Unit.*

Check that you are able to access the films (URLs above) from your classroom computer. If not, consult with your school district's IT staff about unblocking them and/or problem-solving how you can show them. You may need to confirm that your district did approve the films as a part of adopting the *FLASH* curriculum.

- If doing condom demonstrations:
 - Practice the condom demonstration to become comfortable doing it in front of the class.
 - Practice cutting a dental dam from a male condom.
 - Practice showing a female condom and how a person would insert it, forming a tube with your other hand.

The day before the lesson...

- Copy and gather Materials Needed (see above).
- Post the *Agree and Disagree signs* in opposite areas of the room.
- If doing Condom Line Up activity, make one set of Condom Line Up Cards and put in random order. Make sure to cut out the Condom Line Up Cards so that the page numbers don't appear on the bottom of the cards.

Standards

National Health Education Standard:

• **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Washington State Health Education Standard:

Essential Academic Learning Requirement (EALR) 2: The student acquires the
knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of
health, recognizes stages of growth and development, reduces health risks, and lives
safely.

Component 2.3 Understands the concepts of prevention and control of disease. **Grade Level Expectation (GLE) 2.3.1** Analyzes personal health practices.

Rationale

Approximately half of all teens are sexually active, making high school an important time to both support abstinence and to introduce students to proper condom use. Condoms are the most effective technology to reduce the transmission of HIV and other STDs; they are also effective barriers against unplanned pregnancy.

A large body of research clearly shows that sexual health education does not encourage earlier sexual activity among teens, and that programs can actually help students to postpone sexual activity, decrease their number of sex partners and increase their condom use. Studies also reveal that when youth have positive attitudes about condoms and the knowledge to use them correctly, they are more likely to use them consistently. 4,5,6

The lesson is interactive and multi-sensory, including discussion, forced choice activity, videos, and skills practice, to appeal to a variety of learning styles and better insure that students gain key skills and concepts. To support school districts that do not allow condom demonstration and practice (in class or on video), alternative activities are provided.

Activities

NOTE: Instructions to you are in regular font. Suggested script of what to say is in italics. Feel free to modify the script to your style and your students' needs.

1. Explain the lesson's purpose and goal.

Abstinence is the only 100% way to prevent HIV and other STDs. You remember from Lesson 9 that that the safest sex is no sex at all. Today we're going to talk about making sex safer by using protection. This HIV lesson is going to be mostly about condoms and dental dams. They are called "barriers" because they act as a barrier, or wall, that stops HIV from getting into the body. This information is meant to be helpful for everyone, whether you need it right now, or not for a while yet, or mostly to help others in your life stay healthy. But let's start with a review of basic information about HIV.

2. Use a forced choice activity to review basic HIV information.

Post the *Agree* and *Disagree* signs on different sides of the room. Using a document camera or PowerPoint, show the class *Visual 1: HIV & AIDS Review*. As you read each statement from the sheet, cover the statements below so they don't show yet. Instruct the students to show they agree or disagree by standing near one of the signs. Tell them it is okay if they don't know for sure; they can stand by the sign that's their best guess. Once the students are in place, declare which position (agree or disagree) is correct and ask if a student can explain why. If they can't, you explain (see notes below).

1) People can be infected with HIV (the germ that causes AIDS) without actually having AIDS. **AGREE.**

Most people have HIV for years without developing AIDS. It usually takes a long time for the person's immune system to become so weak that they start getting the illnesses that lead to a diagnosis of AIDS. Or before they have such a low T-cell count that a doctor considers it AIDS. Medicine can help to delay the onset of AIDS in most people who have HIV. The medicine also makes it less likely for HIV to pass to another person.⁸

2) People infected with HIV can pass it to others, even if they don't feel sick. AGREE.

If a person with HIV had unprotected sexual intercourse, or shared their injection drugs, they could pass the virus. They may look and feel perfectly healthy. 9

3) There is a new cure for HIV. DISAGREE.

Unfortunately, there are no cures for HIV itself, and there is no way to get the virus out of the body. ¹⁰ However, there are new medicines to keep the immune system healthier longer, and to prevent or cure some of the infections that attack people whose immune systems are weakened by HIV.

4) Sex is the most common way HIV is passed from person to person. AGREE.

In the US, most people with HIV caught it through unprotected anal or vaginal sex. Sharing needles to inject drugs is the next most likely way, and mother-to-child is the least common.¹¹

5) You can get a shot (a vaccine) to protect you from HIV. **DISAGREE.**

Researchers are working hard to develop vaccines to protect against HIV, like those we have to protect us from other diseases, such as measles, tetanus, Hepatitis A and B, and some kinds of HPV. But currently, there is no vaccine for HIV. 12

6) An 18-year old girl had unprotected sex with her boyfriend before she found out he used to shoot drugs. She is now pregnant. She should be concerned that she might have gotten HIV and that her baby could get it from her. **AGREE**.

She had unprotected sex with a person who was more likely than average to have the virus. If her boyfriend had HIV, she may have caught it. If she did catch HIV, it is best for her to find out immediately because she can take medicine that will greatly reduce the chance of passing HIV to her baby before and during birth. (Without medicine, the baby has about a one in four chance of being born with HIV. In contrast, only one in 50 babies whose mothers have HIV catch it if the mother gets treatment during the pregnancy). ¹³ Breast milk can also transmit HIV, so if she has HIV, she will be strongly encouraged to use baby formula and not to breastfeed. ¹⁴

7) A 16-year old couple has been together for six months. They don't have oral, anal or vaginal intercourse, but they do touch one another's genitals and sometimes they have orgasms. They should be worried about the possibility of giving each other HIV. **DISAGREE.**

This couple had safer sex. Skin is a good barrier against HIV; it does not pass through intact skin. 15

Transition to the next activity by saying: Since HIV is an STD and people can have HIV for years without having any symptoms, it is especially important to use condoms. People with HIV may not know they have it, or that they are spreading it.

3. Set a positive tone about condoms by doing a brainstorm of condom benefits.

Do a brief classroom brainstorm of all the good things your students have ever heard, or could imagine, about condoms. It is okay if they use humor or come up with far-fetched benefits. The purpose of this activity is to set a positive tone, not to provide detailed condom instruction. **Some benefits:**

- reducing risk of HIV and other STDs
- reducing risk of pregnancy; the variety
- the availability
- no side effects
- no prescription needed
- cheap (free at some clinics and, in Washington State, with the Take Charge program)
- easy to use
- enhances responsibility and mutual respect between partners

4. Discuss the effectiveness of condoms using *Visuals 2 and 3.* Demonstrate their correct use. Alternately, describe the steps to correct use.

Explain: A condom or "rubber" is a thin stretchy cover that is worn over the penis. It can be used during oral, anal, or vaginal intercourse. It greatly lowers the chance of giving or getting an infection.

Show *Visual 2: Condom Facts*. Read the statements from the *Visual* to the class or have student volunteers read them aloud:

FACTS:

- Condoms reduce the spread of HIV.¹⁶
- Latex condoms do NOT allow anything to pass through not air, water, sperm, bacteria, or viruses, such as HIV.¹⁷

Explain that this information from the Centers for Disease Control (CDC) is based on science.

ACTUAL RESEARCH EXAMPLE:

- There were 124 couples in a research study.
- In each couple, one person had HIV and the other person did not.
- The couples used condoms correctly every time they had sex for two years.
- At the end of the study, no one had passed HIV to their partner.

Explain that this study was published in the New England Journal of Medicine, one of the most respected medical journals in the world.

Explain: Barriers only work well when used right, and they work BEST when used correctly every time, for vaginal, oral and anal sex. So that's what we are going to work on next – the correct steps of using a male condom.

With your district's permission, hold up a condom as you explain it. Open the condom package and roll the condom onto a penis model or your fingers, as you describe the steps.

We strongly suggest that you **not** do a demonstration with fruits or vegetables, as some people find it offensive and feel that it trivializes the issue. If you can obtain one, a penis model is ideal (see page 2 of this lesson plan for sources). If that isn't an option use your fingers. What matters most is that you model comfort in order to increase students' confidence that they could ever make use of the skill themselves.

If you don't do a demonstration, just describe the steps verbally, like this:

- Lots of people find that condoms are easy to use with practice.
- First, the person looks at the package to make sure there aren't any holes in it and to check the expiration date.
- Then, they carefully open the package.
- Before having sex, the condom goes on the tip of the erect penis. It should look like a little hat, with the rolled side facing out.

- Then, the person pinches the tip of the condom and unrolls the rest of the condom all the way to the base of the penis. Pinching the tip makes a space to catch the semen when the man ejaculates.
 - Ask the class: Can you guess what might happen if there wasn't room at the tip? Exactly: if there's no place to catch the semen, there's a chance that the semen might leak out the bottom of the condom into their partner's body or even rarely break the condom. Condoms work well and don't break very often, so this is an important point.
- Once the condom is on, the couple has sex.
- After sex before the penis gets soft the condom is held in place while pulling out.

 Ask the class: Why do you think it's important to pull out before the penis gets soft?

 That's right: if it's not snug onto the penis any more, there's a chance that semen could leak out or that the condom could slip off.
- The condom is taken off and thrown away. Condoms can only be used once.
- Some people also like to use lubricant with condoms. Lubricant is a slippery gel. Some
 people put a little bit inside the condom, or on the outside, or both, depending on what
 feels better to them. Lubricants that work well with condoms are water-based and made
 for that purpose. They're usually sold next to condoms. Some of the lubricants that
 people find at home, like cooking oil and lotion, are oil-based and can weaken the
 condom, sometimes causing it to break.
- To sum it up, the main steps are to pinch the tip of the condom and roll it down the penis, before having sex. And after sex, to hold the condom onto the penis while pulling out. And that's how condoms are used correctly!

Show and read *Visual 3: Condom Variety*. Explain: There are lots of different male condoms. They all pass tests and work well. Each brand is slightly different in shape and size to give men options. Drugstores and convenience stores sell them, and many clinics still provide them free of charge. For people allergic to latex, there are also plastic condoms. Animal skin condoms reduce pregnancy risk but **don't** offer protection from HIV and STDs. 19

Some drugstores and clinics sell **spermicide**, a chemical that kills sperm. People sometimes put spermicide inside their vagina or onto a condom. Many experts have stopped recommending spermicide because it can cause irritation and make it easier for HIV to get into a person's body if the other person has it.²⁰

5. Reinforce the steps to correct condom use by having students practice finding the expiration date and putting a condom on their own fingers. Alternately, use a Condom Line Up activity where students put the steps to correct condom use in order.

Give each student a condom and have them (1) check the package to make sure what it is made of and when it expires and (2) practice putting it on their own fingers. It is physically easier to put the condom on someone else's fingers, but socially and emotionally easier to use your own (even more so for students from some cultures and religions). Expect nervous giggles; let them have fun, but ask them to stay focused.

Having students actually touch condoms is the preferred way to dispel their fears and discomfort with condoms' use, but if your district doesn't allow it, then conduct a Condom Line Up activity one of two ways:

Alternative 1: Ask for volunteers to arrange the steps to using a condom in the right order. They can tape them to the board or hold them up. Invite the rest of the class to give feedback until they think the steps are ordered correctly.

Correct order of Condom Line Up Cards:

- 1) Check expiration date.
- 2) Carefully open package.
- 3) Pinch tip of condom.
- 4) Roll condom down erect penis.
- 5) Intercourse with condom.
- 6) Ejaculation with condom.
- 7) Hold condom onto penis while pulling out.
- 8) Take condom off penis.
- 9) Throw condom in the garbage.

Alternative 2: Divide the class into 6 small groups. Give each small group a set of all 9 cards in random order. Let them compete for the fastest to put the steps in order – on the floor or tables.

6. Use a quick film to describe dental dams and explain the way they're constructed from condoms. Alternately, explain them using *Visual 4: Dental Dams* and construct one yourself.

Show the free film *How to Use a Dental Dam* (1½ min): www.youtube.com/user/NAFAmeriCorpsTeamDC#p/a/u/1/hZv5kLuZrBY .

The film is the preferred way to describe the dental dam, but if you are unable to access it in the classroom, the alternative is to explain:

Dental dams are used to cover the vulva or the anus during oral sex. They have to be held – they don't stay in place the way a condom does. [Show **Visual 4: Dental Dams**] They may be available in some drug stores, but a condom can also be cut to form one. Some people use clear non-microwaveable plastic like saran wrap to serve the same purpose.

If your district allows, construct a dental dam using a male condom and scissors.

7. Use a quick film to describe female condoms, including their correct use. Alternately, explain them using *Visual 5: Female Condoms* and show one to the class.

Show the free film *How to Use a Female Condom* (3 min): www.youtube.com/watch?v=LRZH5ASO-eM.

The film is the preferred way to describe the female condom, but if you are unable to access it in the classroom, the alternative is to explain:

The female condom is an alternative to the male condom. Just like a male condom fits snuggly over a penis, the female condom was made to fit inside a vagina. It is only open on one end, which is where the penis goes in. It can also be used during anal sex with the inner ring removed. [Show **Visual 5: Female Condoms**.] The female condom is inserted into the vagina or anus to protect against STDs, HIV and pregnancy. The most important step for using a female condom is to make sure the penis goes into the condom. Female condoms are more expensive than male condoms. Some drugstores and clinics sell them. Like condoms and dental dams, they can only be used once.

If your district allows, show a female condom and how a person would insert it, by squeezing the inner ring and inserting it in a tube formed by your other hand.

8. Summarize the lesson.

Let's do a quick review. Remind me, what's the very best way to prevent HIV and other STDs? Exactly: not having vaginal, anal, or oral sex. Also called "abstinence".

And what's the best way to prevent HIV and other STDs, for a person who has vaginal, oral or anal sex? Right again: use a barrier, like a male condom, female condom, or dental dam, every time.

Conclude by expressing your confidence in the class's ability to protect themselves from HIV, now and in the future, and to be a health educator for the people in their lives.

9. Explain and assign individual and family homework.

- a. Individual Homework: HIV and Barriers
- b. Family Homework: Talking about HIV and Barriers
 Reminder: Besides the English Version on the last page of this lesson plan, you will find the Family Homework in English, Spanish, Russian, Chinese, Vietnamese and Arabic online by going to www.kingcounty.gov/health/FLASH and clicking on "Parents & Guardians."

Related Activities for Integrated Learning

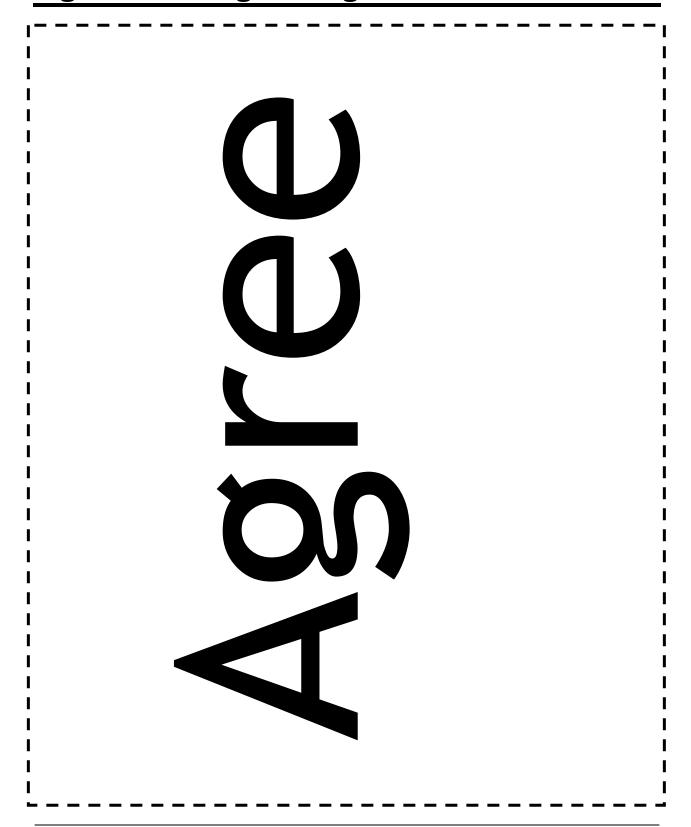
LANGUAGE ARTS

Imagine you took an HIV test ten days ago. Your medical provider has just given you your test results: You have HIV. You caught HIV, the virus that causes AIDS, by having sex without a condom. Now you must tell the trusted adults in your family that you have HIV. Write a few paragraphs below, stating exactly what you would say to them.

HISTORY or ART

Research the history of condoms and create a timeline using simple illustrations to show the significant developments over time, including the introduction of latex and polyurethane condoms, female condoms, nitrile condoms.

Agree & Disagree Signs



Agree & Disagree Signs



HIV, Visual 1:

HIV & AIDS Review

- 1)People can have HIV (the germ that causes AIDS) without actually having AIDS.
- 2)People who have HIV can pass it to others, even if they don't feel sick.
- 3) There is a new cure for HIV.
- 4)Sex is the most common way HIV is passed from person to person.
- 5) You can get a shot (a vaccine) to protect you from HIV.
- 6) An 18-year old girl had unprotected sex with her boyfriend before she found out he used to inject drugs. Now she is pregnant. She should be concerned that she might have gotten HIV and that her baby could get it from her.
- 7) A 16-year old couple has been together for six months. They don't have oral, anal or vaginal intercourse, but they do touch one another's genitals and sometimes they have orgasms. They should be concerned about the possibility of getting HIV.

HIV, Visual 2:

Condom Facts

Facts:

- Condoms reduce the spread of HIV.
- Latex condoms do NOT allow anything to pass through – not air, water, sperm, bacteria, or viruses, such as HIV.

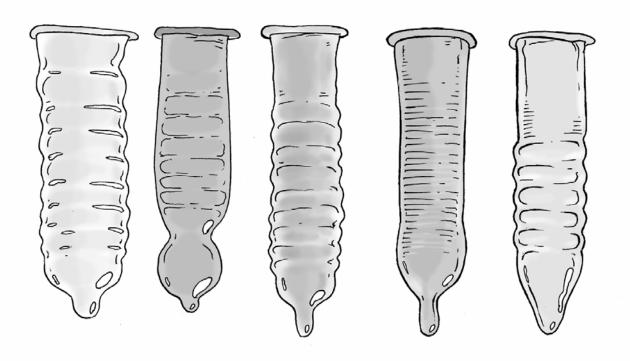
Actual research example:

- There were 124 couples in a research study.
- In each couple, one person had HIV and the other person did not.
- The couples used condoms correctly every time they had sex for two years.
- At the end of the study, no one had passed HIV to their partner.

HIV, Visual 3:

Condom Variety

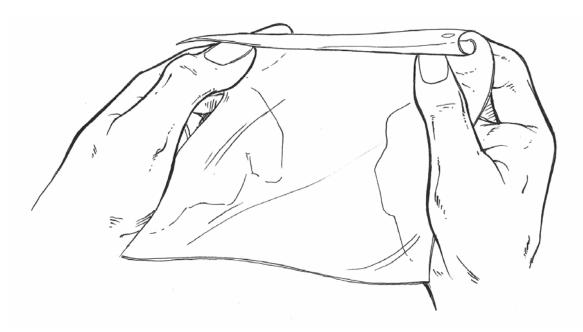
Condoms come in different sizes, shapes, thicknesses, materials, colors and flavors.



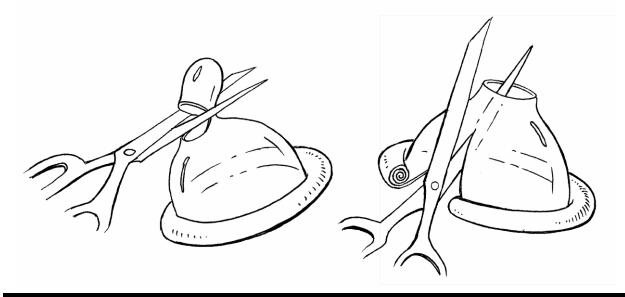
All condoms sold in the United States meet safety standards.

HIV, Visual 4:

Dental Dams



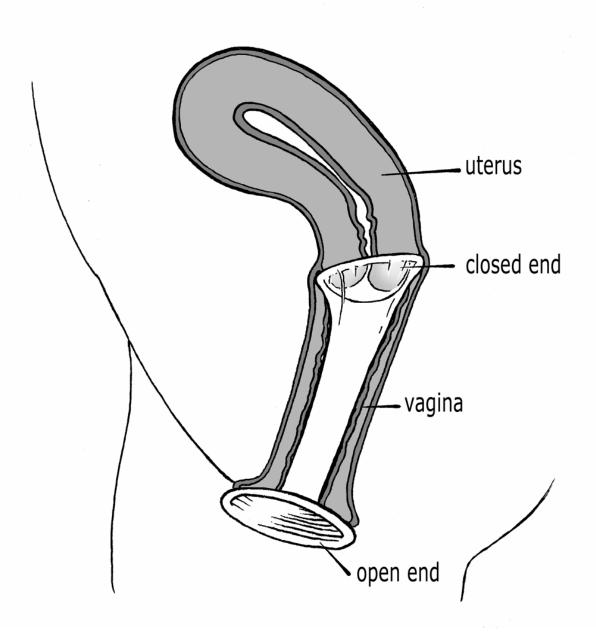
Dental dams are sold in some clinics and drugstores.



A condom can also be used to make a dental dam.

HIV, Visual 5:

Female Condoms



Check expiration date

Carefully open package

Pinch tip of condom

Roll condom down erect penis

Intercourse with condom

Ejaculation with condom

Hold condom onto penis while pulling out

Take condom off penis

Throw condom in garbage

Individual Homework: HIV & Barriers

DIRECTIONS: Please complete one of these two options.

 Write a real or imaginary text message or email to a friend or brother or sister – a teen or an adult – to encourage them to use male condoms, female condoms or dental dams.

Without sharing the person's name, write a paragraph about what you said and how they responded. Describe what it felt like to be a peer educator.

OR

2. Obtain a condom or dental dam and bring it to class to show that you obtained it.

In King County, WA, condoms are available free at Public Health Centers. Go to www.teenclinic.com for clinic locations.

In WA State, people with a Take Charge card can get them free in drug stores.

In most places in the United States, drug stores, supermarkets and clinics carry condoms.

In some schools, a clinic offers free condoms.

In some areas, HIV programs and needle exchange programs offer free condoms.

Usually, age is not an issue, but call ahead.

Family Homework: Talking about HIV and Barriers

All Family Homework is optional. You may complete an Individual Homework assignment instead.

PURPOSE: This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

DIRECTIONS: Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

Now ask one another the following questions, with the understanding that:

- You are each welcome to say, "That one is too private. Let's skip it."
- What you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.
- It's OK to feel silly or awkward and it's important to try the homework anyway. We recommend that you take turns asking questions. When it is your turn to listen, really try to understand the other person's response.

DISCUSS YOUR BELIEFS ABOUT CONDOMS:

- What do your culture and your religion (if you have one) believe about condoms?
- What do the two of you believe?
- When if ever is it wrong not to use a condom?
- When if ever is it wrong to use one?

➣		for lesson 12a
Family Homework	: HIV & Barriers – Confirmation Slip	
FOR FULL C	REDIT, THIS HOMEWORK IS DUE:	
We have completed this I	Homework Exercise.	
Date:		
	student's signature	
	signature of family member or trusted adult	

References

¹ Abma, JC, Martinez, GM, Moster, WD, Dawson, BS (2004). Teenagers in the United States: Sexual activity, contraceptive use, and childbearing. *Vital and Health Statistics*, *23*(24).

- ⁸ Centers for Disease Control and Prevention. (2010, April 13). Questions and Answers on the Use of HIV Medications to Help Prevent the Transmission of HIV. Retrieved from www.cdc.gov/hiv/topics/treatment/resources/qa/art.htm
- ⁹ Centers for Disease Control and Prevention. (2010, August 11) *Basic Information About HIV and AIDS*. Retrieved from www.cdc.gov/hiv/topics/basic/index.htm#prevention
- ¹⁰ Centers for Disease Control and Prevention. (2006, May 19). Cures for HIV. Retrieved from www.cdc.gov/hiv/resources/qa/cure.htm
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- ¹² AIDS Info: A service of the U.S. Department of Health and Human Services. (2006, May). *Preventive HIV Vaccines*. Retrieved from http://aidsinfo.nih.gov/ContentFiles/HIVPreventionVaccines_FS_en.pdf
- National Institute for Allergy and Infectious Diseases. (2008, September 10). HIV Infection in Women. Retrieved from https://www.niaid.nih.gov/topics/hivaids/understanding/population%20specific%20information/pages/womenhiv.aspx
- ¹⁴ Centers for Disease Control and Prevention. (2007, October 16) Mother-to-child (perinatal) HIV Transmission and Prevention. Retrieved from www.cdc.gov/hiv/topics/perinatal/resources/factsheets/perinatal.htm
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- ¹⁶ Centers for Disease Control and Prevention. (2010, February 8). *Condoms and STDs: Fact Sheet for Public Health Personnel.* Retrieved from www.cdc.gov/condomeffectiveness/latex.htm
- ¹⁷ Centers for Disease Control and Prevention. (2010, February 8). *Condoms and STDs: Fact Sheet for Public Health Personnel*. Retrieved from www.cdc.gov/condomeffectiveness/latex.htm
- ¹⁸ deVincenzi, I. (1994, August 11). A longitudinal study of human immunodeficiency virus transmission by heterosexual partners. *New England Journal of Medicine*, *331*, 342-346.
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⁴ Halpern-Felsher, B.L., et al. *Adolescents' self-efficacy to communicate about sex: its role in condom attitudes, commitment, and use.* Adolescence. 2004 Fall; 39(155):443-56.

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